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ABSTRACT

This report presents a model for participation by the community, teachers, and administrators in the decisionmaking process. The report tells how the Boise, Idaho, school district used a systems approach to set up a decentralized decisionmaking system. The duties of various persons in the system (with emphasis on the importance of the role of the principal and his staff) are outlined. An appendix contains a master planning model and a design of the Maple Grove Elementary School planning system. (JF)

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DECENTRALIZED ADMINISTRATIVE CONCEPT

EA 004 537

INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
1207 FORT STREET BOISE, IDAHO 83702

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THE DECENTRALIZED ADMINISTRATIVE CONCEPT

A REPORT TO THE BOARD OF TRUSTEES

Stephenson S. Youngerman, Jr.

Superintendent of Schools

January 3, 1972

THE DECENTRALIZED ADMINISTRATIVE CONCEPT

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FOREWARD

The very first time I addressed the opening day teachers' assembly, the only time during the year when the total staff is assembled, I spoke of the "Children of Change" - children of change who are the products of the collision, or at least the dissonance, between 19th Century rationalism with its offspring, 20th Century technology, and the institutions that were products of the largely agrarian, rural societies of the 17th and 18th Centuries. Technology changed; the institutions didn't.

In 1970 the title was, "This is the Year." It, too, spoke to the theme of change. I quoted Harold Howe, former U. S. Commissioner of Education, when he said, "So we are turning to the schools again today to provide our growing generation with the tools to master the challenges of an increasingly complex, technological society, and we put on the schools the principal burden of beating new paths to individual fulfillment, of making the promise of America the avenue broad enough for all to travel." At that time I told you that we needed more involvement and participation of youth at an early age, we needed youth volunteer activities as a part of schooling, and we needed involvement of the school and the students in the major issues of our time. We needed provision of ways for individual students to participate in real life action, not always in preparation for a living. We needed to give youth responsibility as well as freedom. And I told you that the only limitation on what was possible was our imagination.

This year it seems almost redundant to speak of change, and yet I'm not going to give up. I'm going to continue to speak to this topic. Before I spend any time discussing why we must change, I want to mention the background and the frame of reference. This is the decade of humanizing education - don't forget that! Remember that staff development for the past two years has been planned around the ideas of the open climate for each individual school and the freedom for teachers embodied in the open climate. We've dwelt heavily on the idea that teachers' expectations for pupils have a great deal to do with the learning process. We've worked, also, in the area of the self-concept of the individual and how it affects learning, and, when you tie the two together - what you think of the pupil and what he thinks of himself - as a result of that, you have another of the basic ingredients which provides the framework for change.

THE DECENTRALIZED ADMINISTRATIVE CONCEPT

Introduction

Two issues which have been uppermost in my thoughts and actions since becoming Superintendent of the Boise Schools have been (1) participation of individuals, at all levels, in the decision-making process, and (2) an open climate for this school system and, by that, I mean the prevailing atmosphere and attitude in a school - a local school, an individual unit. The open climate refers to the fact that the teachers, other staff members, and the principal all participate in the decision-making process, particularly those that affect that individual unit at its own level of operation. The two ideas - the open climate, although directed at principals, and participation by all personnel at the appropriate level in the decision-making - are practically one and the same.

From time to time when the subject of negotiations has come up, I have made the comment that I deplored the fact that altogether too many schools in the Nation had adopted the industrial model, which is essentially an adversary-type negotiations process. A good deal of my efforts and energies over the past two and a half years has been devoted to developing within this school system something of which I speak so often: the open climate, participation in the decision-making process, and the understanding of the people within the system as to how to engage in this complicated process.

Late last winter, Mrs. Louise Jones, then president of the Idaho Education Association, sent a form letter to all superintendents in the State. The purpose of the letter was primarily to point to the fact that there had been recent legislation which provided the legal framework for the negotiations process. She made several comments concerning her interest in "a positive attitude" for the negotiations process, and concluded her letter with the lament, "Isn't it too bad we don't have a better method than the typical industrial model, the adversary approach, to negotiations?" Since this had been a hope of mine, I immediately responded and, in my letter to her, stated that I had long been interested in trying to develop a non-adversary, or different, model for negotiations, and thought we ought to meet and discuss this. We corresponded for several weeks, and the result was that a meeting was planned for April 7, 1971 to discuss the development of a new model for negotiations.

Present at that meeting were representatives from the Idaho Education Association; the Boise Education Association, including its president and president-elect; two trustees from this school district; an assistant superintendent; and myself. Keynoting the session was a conference telephone call, amplified, which provided a question-and-answer period with three University of Michigan professors (Bertolaet, Kornbleau, and Anderson). Their understanding was that the thrust of this conference call would be to discuss the ways in which teachers and administrators or boards could sit down together and resolve many of the problems facing education today, as reasonable people seeking reasonable solutions to common problems. Underlying that was a major consideration

having to do with the changing role of the professionally-educated teacher.

It seems to me that there were two major developments in that day-long session. One development resulted from this group sitting in a circle and spontaneously responding to the question, "What do I want from Boise Schools?" A copy of those responses, in rough form, is included in the appendix. The second was my suggestion that we approach the problem from the point-of-view of decentralization of administrative authority in a way that would solve or provide answers to each of the ten or eleven points that came from the circle discussion. Notes were taken simply for the purpose of providing another foundation stone for this concept.

This meeting with the various representatives gave me an opportunity to meld together a number of my basic interests in order to solve the problem of creating a better negotiations model. Teachers and teachers association representatives were interested in participating in the decision-making process and providing an open climate, board members were interested in the same thing, and so was I. It seemed to me that the decentralization of administrative control would be the secret to providing at least a platform for negotiations.

Let me digress a moment for the sake of adding clarity and academic responsibility to this paper and to further demonstrate this by showing you a model developed by Jacob W. Getzels to present pictorially his theoretical formula formulation. He started with the assumption that the process of administration deals essentially with social behavior in a hierarchical setting:

> ". . we may conceive of administration *structurally* as the hierarchy of subordinate-superordinate relationships within a social system. *Functionally*, this hierarchy of relationships is the locus for allocating and integrating roles and facilities in order to achieve the goals of the social system."[1]

He conceived, ". . the social system as involving two classes of phenomena which are at once conceptually independent and phenomenally interactive."[2] Those two phenomena are the institution with roles and expectations fulfilling the goals of the system and the individuals with personalities and need-dispositions who inhabit the system. The observed interaction, he termed social behavior. He asserted that, ". . . social behavior may be understood as a function of these major elements: institution, role, and expectation, which together constitute what we shall call the *nomothetic* or normative dimension of activity in a social system, and individual, personality, and need-disposition, which together constitute the idiographic or personal dimension of activity in a social system."[3]

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[1]Jacob W. Getzels, James M. Lipham, and Roald F. Campbell, *Educational Administration as a Social Process*, Harper & Row, New York, Evanston, and London, 1968, p. 133

[2]*Ibid.*, p. 56

[3]*Ibid.*, p. 56

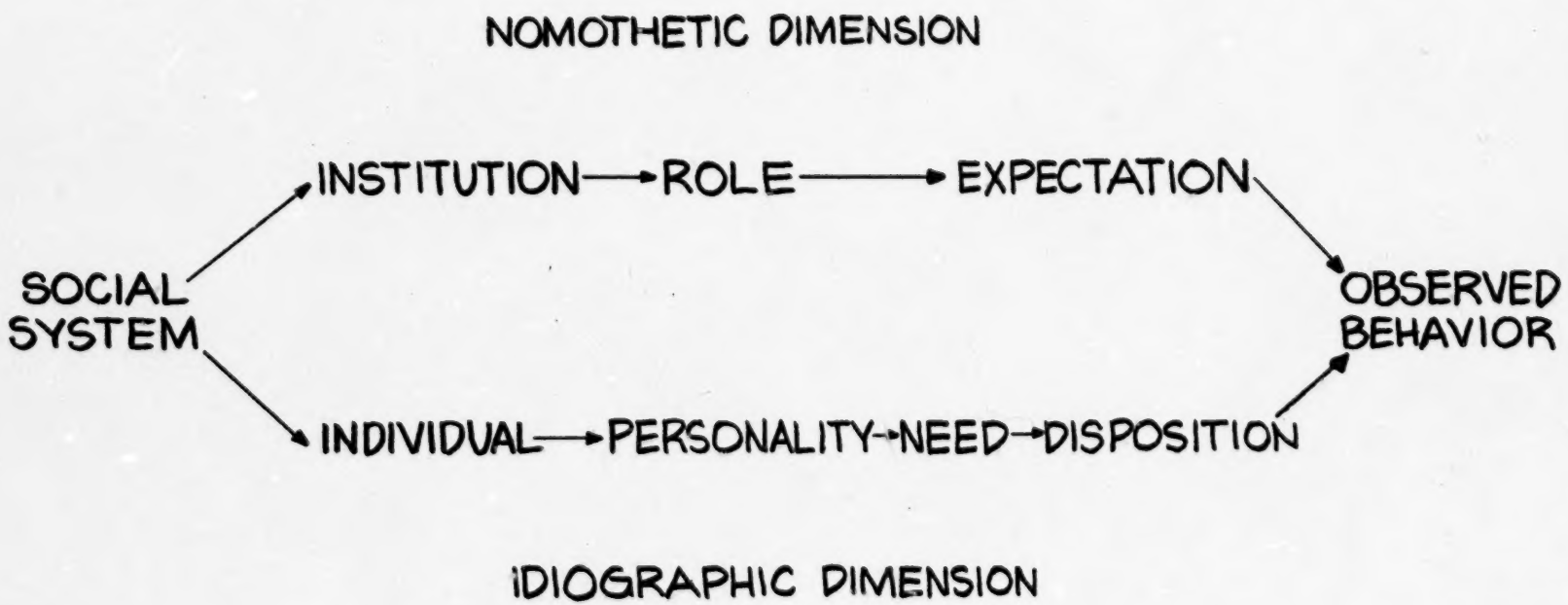

NOMOTHETIC DIMENSION
INSTITUTION
ROLE
EXPECTATION
SOCIAL SYSTEM
OBSERVED BEHAVIOR
INDIVIDUAL
PERSONALITY
NEED
DISPOSITION
IDIOGRAPHIC DIMENSION

FIGURE 1

As you look at the illustration, you can see the two dimensions of the model: the nomothetic and the idiographic dimensions. It seems to me that the open climate, the participation in the decision-making process and the non-adversary approach in negotiations become the roles of both the institution and the individual, particularly if that individual is characterized by the teacher or general staff member within our school system.

The Concept

Since the April 7 organizational meeting, we've met at two-week intervals on the development of this concept. We've had representation from the Boise Education Association (B.E.A.), teachers, school principals, other administrators, as well as central staff members, and, of course, myself present at all of these meetings. From time to time, Idaho Education Association representatives have been in and out of the meetings.

For lack of a more sophisticated technique, we started by stretching a large piece of butcher paper on a bulletin board and began by picking out and identifying every problem area that we could see in the development of such a decentralized concept. We have in our archives a series of charts and pages which represent the historical development of the concept in graphic form. At the final stage, my administrative assistant, who is familiar with the systems approach, and Wayne Phillips from the State Department of Education, also a systems man, at my request, sat down and analyzed the material and organized it in the manner which you see illustrated in Figure 2, the chart entitled *Decentralized Administrative Concept.*

What you see in this figure is a result of their organization of the various components of the model. The broad-based, low altitude triangle is representative of the decentralized administrative concept. This triangle is intended to contrast the typical, high altitude and narrow-based pyramid symbolic of the typical bureaucratic hierarchy. On the left-hand side of the chart, under A and B, may be seen what we consider to be constraints, but which are more appropriately termed, "The Existing Framework for Education," and, as you move across the chart from left to right, you go from the most rigid to the most flexible in terms of bringing about attitudinal changes.

The whole concept really hinges on D, "The Principal and the School Staff." One major aspect of this concept - perhaps the most important - is the new definition of the role of the principal. We see a changed job description. Please visualize the principal's job description as though written on an 8½" x 11" sheet of paper. Draw a line vertically down the middle of the sheet and then another horizontally across the top of the sheet. On the left-hand side of the page, we will list the management responsibilities, or define the management role of the principal; on the right-hand side, we will define the educational leadership role and #1 in that column will state, "The principal must share this role with the faculty." We see the sharing, perhaps, as with an elected faculty representative or representatives.

Recently I spent an hour and a half with Mr. Chris Daflucas at Boise State College. He is an authority in the management field for the school of business education. He said to me, "Why do you want to put that line in the principal's job description? What are you trying to do - salve your conscience?" To which I replied, "No." He stated that it was not necessary for it to be

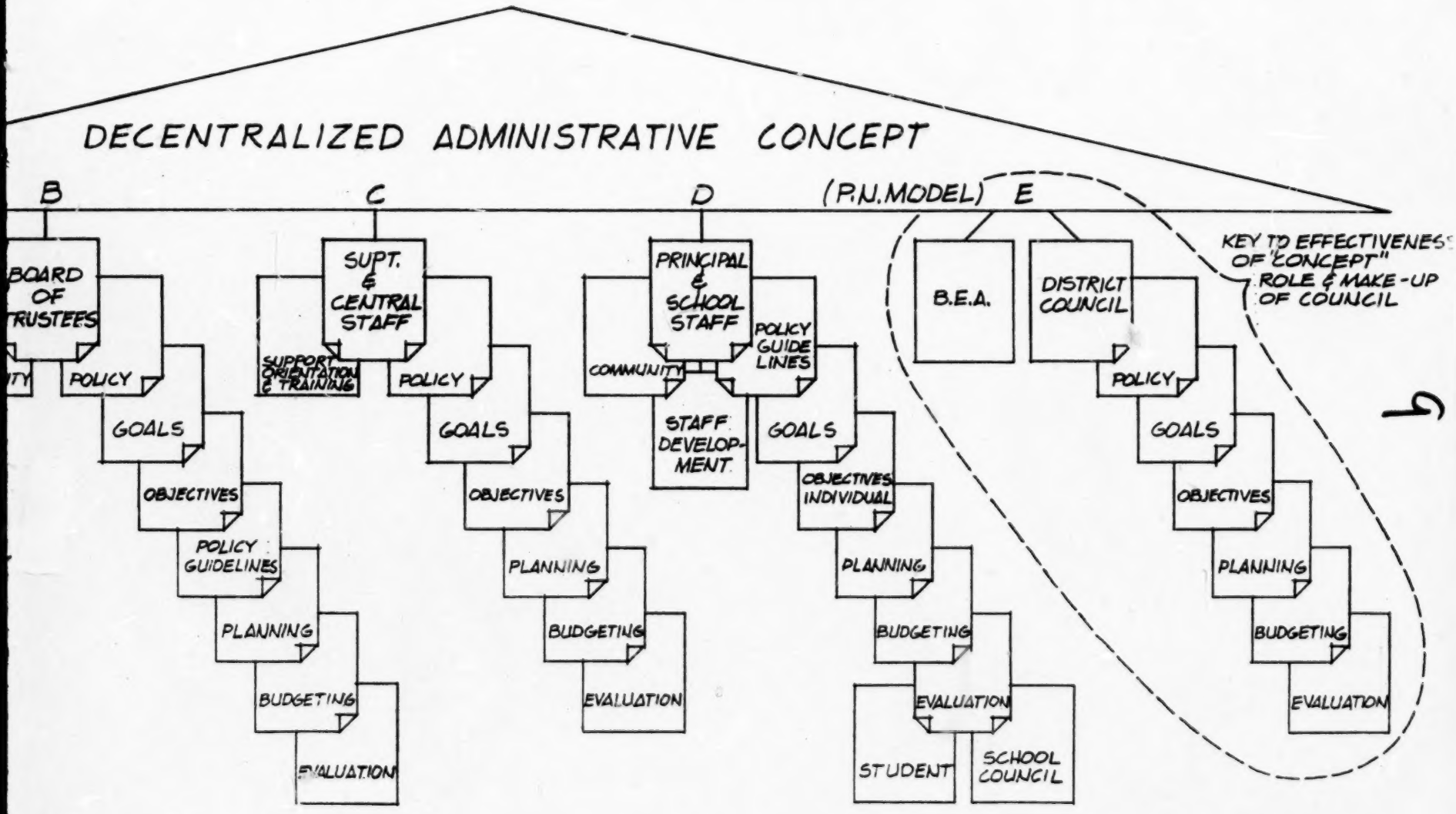
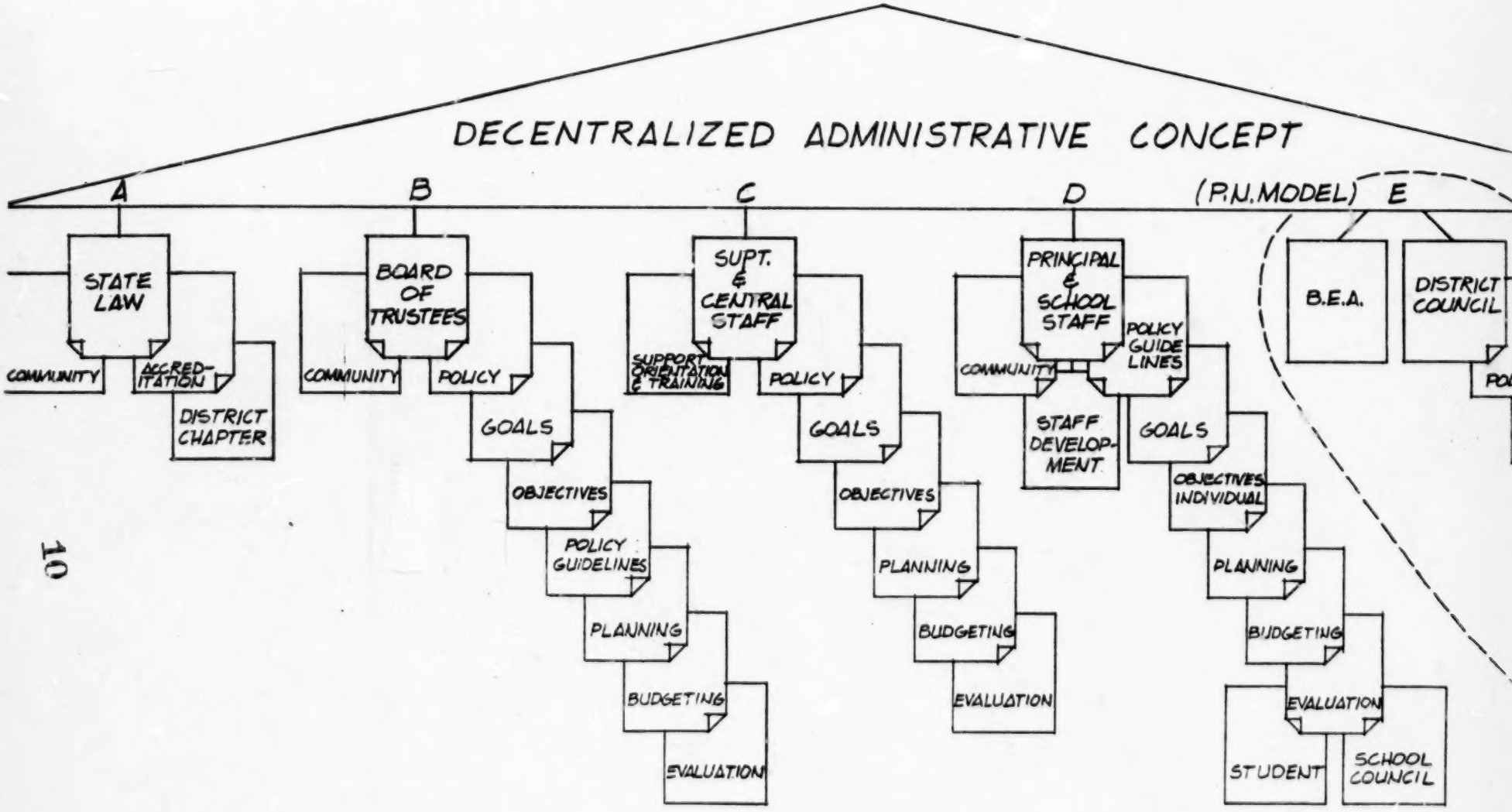

DECENTRALIZED ADMINISTRATIVE CONCEPT
B
C
D
(P.N.MODEL)
E
BOARD OF TRUSTEES
POLICY
GOALS
OBJECTIVES
POLICY GUIDELINES
PLANNING
BUDGETING
EVALUATION
SUPT. & CENTRAL STAFF
SUPPORT ORIENTATION & TRAINING
POLICY
GOALS
OBJECTIVES
PLANNING
BUDGETING
EVALUATION
PRINCIPAL & SCHOOL STAFF
COMMUNITY
POLICY GUIDE LINES
STAFF DEVELOP-MENT
GOALS
OBJECTIVES INDIVIDUAL
PLANNING
BUDGETING
EVALUATION
STUDENT
SCHOOL COUNCIL
B.E.A.
DISTRICT COUNCIL
POLICY
GOALS
OBJECTIVES
PLANNING
BUDGETING
EVALUATION
KEY TO EFFECTIVENESS OF "CONCEPT" ROLE & MAKE-UP OF COUNCIL

FIGURE 2


DECENTRALIZED ADMINISTRATIVE CONCEPT
A
B
C
D
(P.N. MODEL)
E
STATE LAW
COMMUNITY
ACCREDITATION
DISTRICT CHAPTER
BOARD OF TRUSTEES
COMMUNITY
POLICY
GOALS
OBJECTIVES
POLICY GUIDELINES
PLANNING
BUDGETING
EVALUATION
SUPT. & CENTRAL STAFF
SUPPORT ORIENTATION & TRAINING
POLICY
GOALS
OBJECTIVES
PLANNING
BUDGETING
EVALUATION
PRINCIPAL & SCHOOL STAFF
COMMUNITY
STAFF DEVELOPMENT
POLICY GUIDE LINES
GOALS
OBJECTIVES INDIVIDUAL
PLANNING
BUDGETING
EVALUATION
STUDENT
SCHOOL COUNCIL
B.E.A.
DISTRICT COUNCIL

there. I affirmed that I thought it was since I wished to use it to make a point, to get it spelled out and written down. He next asked, "Where does the leadership of the principal arise?" I sat back and began to think about it; then I replied, "From the historical development, the tradition of the role, as well as that which has been written and researched on the role of the principal in the literature." He assured me that I was wrong - absolutely wrong. Leadership, the force of leadership, comes from the staff. It comes from the people." And, to use a term from which I'll depart as soon as a better one can be found, leadership comes from the people "under him." For example, if the principal of a school stands in front of a group, pounds his fist on the table, and says, "This is what we are going to do and you are going to do it whether you like it or not," the group can lean back and say to him, "Go to Hell!" (Of course, that kind of behavior involves a certain risk.) And, where is the principal now? We're talking about the leadership role of the principal. He gets his leadership function, his power and authority, if that's the case, from the staff; and, if they tell him they don't want to cooperate with him, he may find some way to replace them at the end of the year. But, in the meantime, what happens to any programs or the leadership function on his part? There isn't any! This is where the real leadership role of the principal has its base: with the staff in the school. He only has his leadership role anyway if he shares it.

As you look at the chart (Figure 2), you will see what the systems men did for us as they organized it. We know that there are national and statewide goals for education[4] and presumably goals of the school district (shown under B for the Board of Trustees) and the goals under C and D all follow in some logical way. The individual school staff - faculty and principal - can together, with basic knowledge of the existing framework (that being the State law, etc.; the policies of the school district, Trustees, the administrative regulations of the superintendent) and with an understanding of the goals common to education, plan and implement programs at the local school level which are appropriate to and which reflect the objectives of the individual unit. And the goals and objectives of the individual schools will reflect, somewhat, the goals of the superintendent and his central staff and the goals and objectives of the school district. At this point I refer the reader back to the Getzels' model, where the objectives of the institution (open climate) and the objectives of the individual (decision-making) are essentially the same.

Budget, evaluation - certainly with participation of students, student council, the P.T.A., or whatever other group - are important functions. When you visualize what may take place in the second year with the whole recycling, with the involvement of the community, the principal, and the staff having a "feel" for the total process, you can see the concept begin to function. At this point, the goals of the institution and the objectives of the individual become one, and this is the essence of the model.

We are effecting this concept in a couple of schools right now. What we are discovering is that this system doesn't work without close community involvement. Part of this may just be the result of a change in attitude in

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[4]"Imperatives in Education," American Association of School Administrators, 1966

our district relative to the flexibility of our programs which has created a certain amount of anxiety on the part of our neighborhood school constituents because of the newness of the program. But to-date we have found that the community wants to be involved. We have an example at one school where, unless the principal sits down with at least ninety parents at that school (that is practically the total parent count for the particular grade level), monthly, and with his faculty to explain what is going on in the school, he knows the program will fail. I think, of course, that this is one of the healthiest aspects of the total program. I happen to be one who has great faith in the basic good judgment of citizens in making decisions affecting children and youth. I recognize the influence of the *home* in strengthening the effectiveness of education and so I am in the camp which would structure decision-making and responsibility for the schools as close to the home situation as possible. I would place the responsibility for conducting school operations with the smallest unit consistent with the social needs of community living and with efficiency of state and national life. The individual unit is a microcosm of society.

The chart also illustrates another function of the principal's leadership role: that is, staff development. It is the principal of the school, through his staff, who is chiefly responsible for the in-service program within the particular unit. As may be seen, the central staff, as a support function, is available to a local unit to provide training and orientation as part of the staff development program in the local unit. When a central staff member functions with a local staff, the central staff member in effect becomes a member of the local unit staff.[5]

We don't think that the concept is going to negate the need for negotiations; we simply think that it is going to place the emphasis on negotiations in an entirely different light.

If you will look at E on the chart, about which we've said little, we do envision that, in some way - in some democratic way, - this has to evolve. We envision the district council as being made up of elected representatives of each one of the schools in the district. In each section, some illustration or example of how we might function under D or E would add clarity to this paper. However, this might become verbose by doing that. In the next section, as we describe the mechanics of the model, the reader may glimpse some of the many opportunities that are available under this decentralized administrative concept.

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[5]The model seems to be an excellent vehicle for the new Teacher Center concept. (See "Stephen K. Bailey, 'Teachers' Centers: A British First,' *Phi Delta Kappan*, November 1971, pp. 146-149")

The Process

> *"For too long a time we had taught ourselves to function strictly by rule and regulation within the framework and not by how to define the problems and to seek solutions creatively. . . The process becomes a matter of finding sensible exceptions to the existing framework, rather than by defining new framework."*[6]

Our Elementary Directorate has given us the machinery necessary to implement the concept (Figure 3). The complete design is carried in the appendix (appendix ii). It must suffice here to show only the diagram with the design components. An excellent simple example of the first four components is also shown in the appendix.[7] Through building master planning, we can provide our patrons all of the assurance and guarantee of safeguards required as decisions are made locally. We can also assure ourselves that our decisions are educationally sound and defensible as they stand in written form. You can see as you read the design components how well accountability fits the model and how it is built in.

As stated earlier, the principal - with his staff - holds the key to the process. There is no place in this system for an inept or inefficient administrator. Ole Sand of the National Education Association Division of Instruction and Professional Development said in a recent article, "We must be certain that leadership is a function, and not just a position. . . we must demonstrate the vital difference between leadership and command. Command is always concerned with power to control people, while leadership is concerned with power to solve problems. Pseudo-power is power *over*; genuine power is power *with*. A concrete example of moving toward this type of leadership in staffing patterns is that the teacher of a school will decide, using his own criteria, who should make what educational decision. This model would probably result in the principal's assuming the role of facilitator, rather than director and supervisor."[8] This quotation is perfect for our model.

To show how our model will work from the school staff's point-of-view, I have borrowed the following from another school system:

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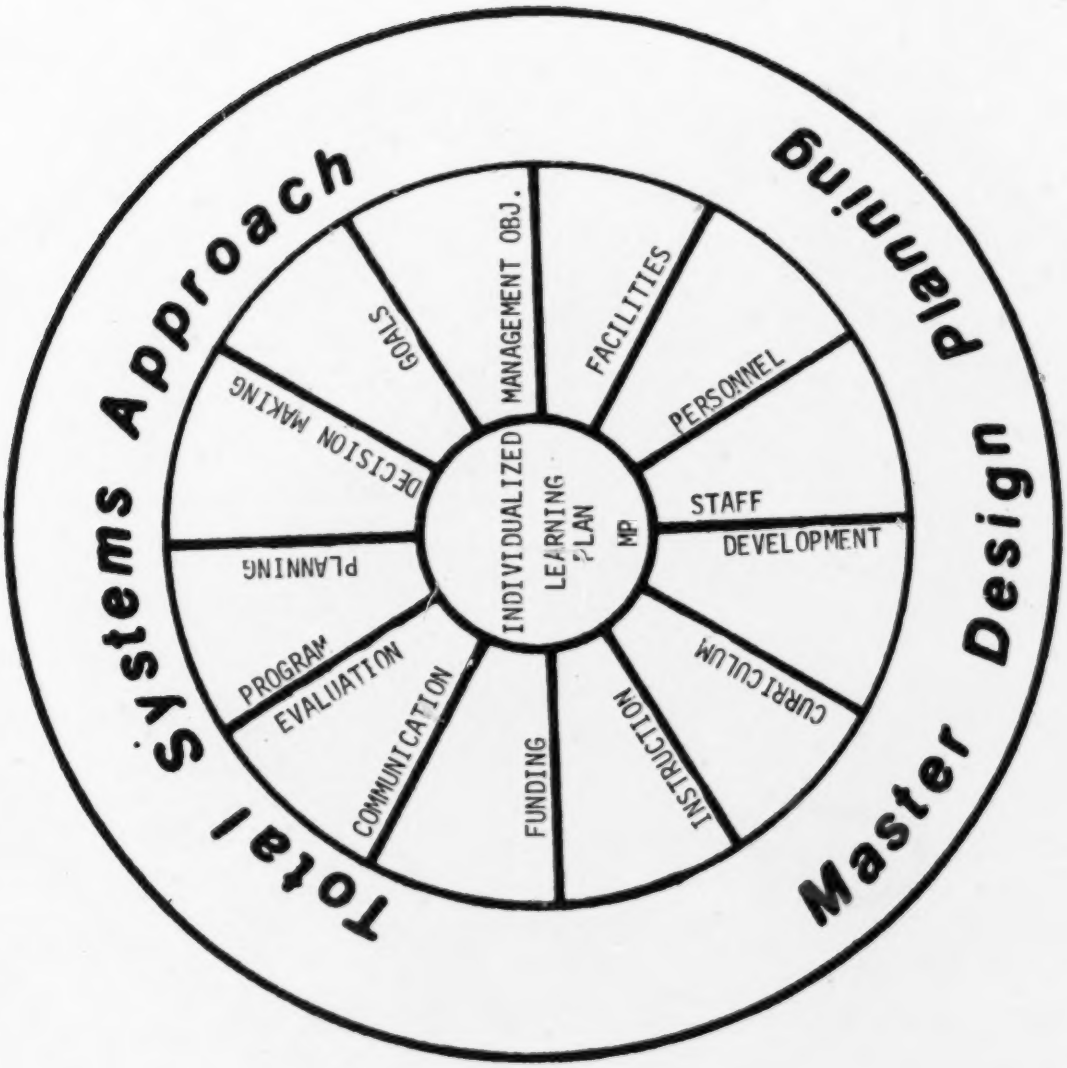
[6]Ray Berry, "Report to the Board of Education on the Organization and Direction of the District," June 1971, Riverside, California, p. 11

[7]The complete design as implemented by an individual unit will soon be available from each of the 28 Boise elementary schools. A copy may be obtained by contacting the Elementary Directorate at the Administrative Offices, 1207 Fort St., Boise, Idaho 83702

[8]Ole Sand, "Staffing for the 1980's," *The School Administrator*, The American Association of School Administrators, November 1971, p. 2



(This model adapted from the Cherry Creek Schools' model, Englewood, Colorado.)

FIGURE 3

"1. The framework of education within the district is well defined. If the principal and staff within a school are *fully knowledgeable* about the various facets of the framework, most functions can be made without involving others beyond the individual school.

"2. If a proposal develops or a decision becomes necessary for which guidelines and resources are not provided within the defined framework, then a decision-making process becomes necessary.

"3. The decision-making process perhaps can be defined best by using a variation of a concentric circle diagram.

(See illustration - Figure 4)

"An idea or need for a decision can start anywhere within the rings. The very nature of the educational process virtually guarantees that a high percentage of such decision initiation will occur within the teacher-principal center because staff members there are largest in number, and they are closest to the children and parents."[9]

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[9]Ray Berry, Op. Cit., pp. 18-20

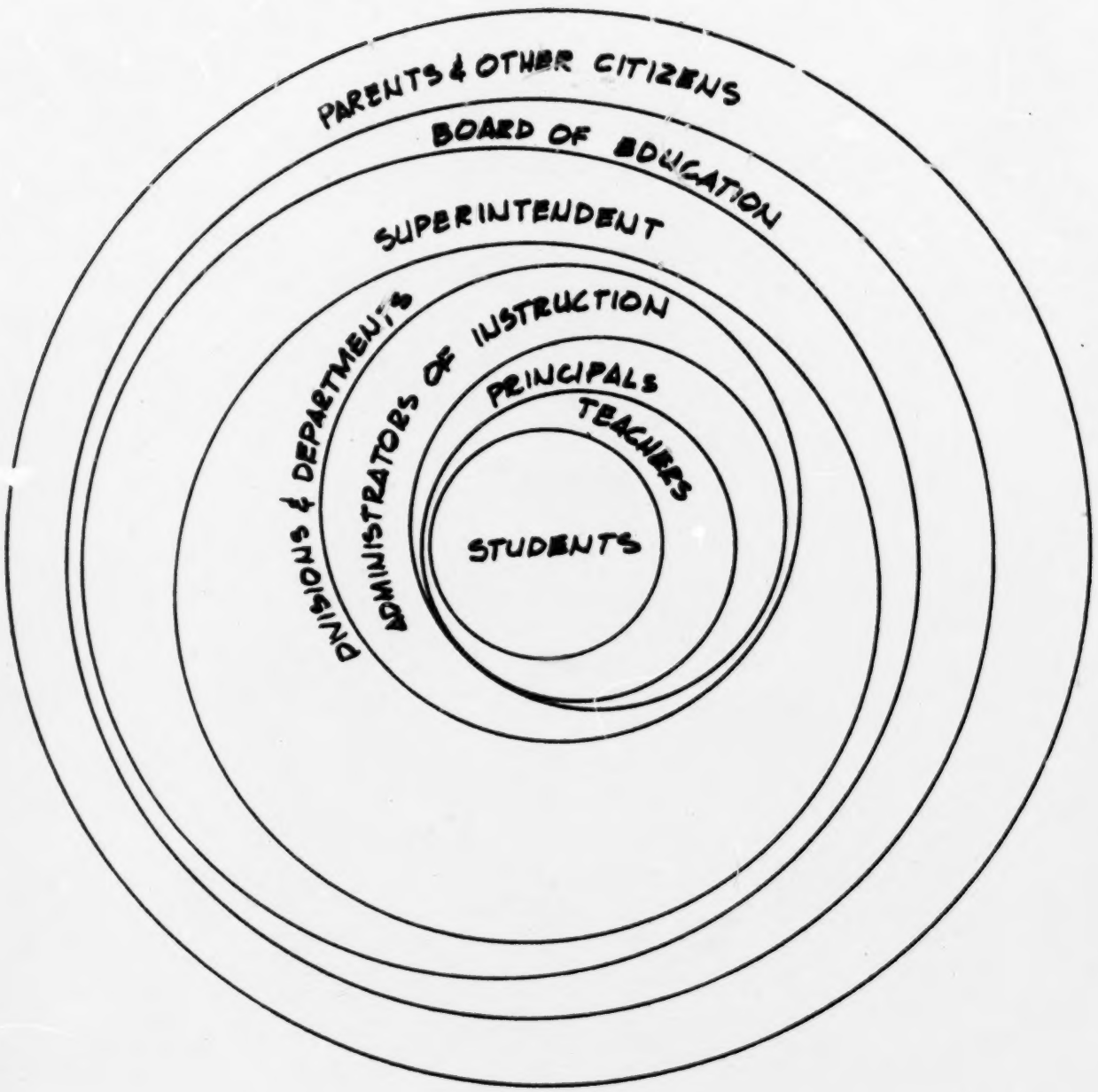
PARENTS & OTHER CITIZENS
BOARD OF EDUCATION
SUPERINTENDENT
DIVISIONS & DEPARTMENTS
ADMINISTRATORS OF INSTRUCTION
PRINCIPALS
TEACHERS
STUDENTS

FIGURE 4

Conclusion

Campbell, Corbally, and Ramsmeyer point out that, "An advantage of the decentralized system is that the focus is upon the work to be done at the place where the need is felt most keenly. If the teachers are given an opportunity to define the problems of the school, and, if the principal is authorized to take action upon the recommendations that they make for solving those problems, much can be accomplished. Thus, school programs can be adjusted to the particular needs of the residential area which the school serves. . . . The flexibility of decentralized planning lends itself to adaptation to the needs of particular schools. The planning and the program for improvement, however, may be as different as the several staffs who engage in it. Without some leadership from the central office, there is no guarantee that individual schools within a school district will continue to improve simply upon the initiative of the local staff. It is important to raise the question of how much and what kind of flexibility or uniformity is necessary in a school system to provide equal educational opportunity."[10]

David Seldon of the American Federation of Teachers envisages, ". . five distinct interest groups which have legitimate power claims in the educational enterprise. They are:

1. Society at large
2. Local community
3. Educational administration
4. Teachers and other non-supervisory employees
5. Students

In reconstructing the governmental or operational structure of the school system, each group should have the means to exercise its appropriate measure of authority."[11] It seems to me that our model promises to accomplish this.

The model, also, definitely speaks to the professionalization of the role of the teacher. It guarantees that a high percentage of the problem-solving initiates at the local school level, thus involving teachers in the decision-making process. The model structures decision-making and responsibility to the schools, close to the home situation. The model guarantees a planning design and, finally and most important, the model describes a process of finding sensible exceptions to the existing framework rather than designing new framework.

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[10] Roald F. Campbell, John E. Corbally, Jr., John A. Ramsmeyer, *Introduction to Educational Administration*, Third Edition, Allyn & Bacon, Boston 1966, p. 223

[11] David Selden, "School Decentralization: A Positive Approach," *The Record*, September 1969, p. 86

APPENDIX

WHAT DO YOU WANT FOR BOISE SCHOOLS?

1. Security-Involvement -- Role in decision making process
2. Change teacher's image--see himself as a decision-maker
3. If teacher develops the process, he'll do the job
4. Give every child an education--individualized
5. Unite elements in education. (Finance - problems facing education)
   - negotiations should not split us apart.
6. Measuring accomplishments: Accountability - Evaluation - Communication
7. WHY? (Legislature doesn't provide enough money, etc.)
8. Quality education systems

   Quality teachers
   Time for teaching - preparation, etc.
   Facilities
   Class size
   Management - happy staff
   Money - tough problem
   Role of Board in developing model
9. Community involvement
10. Every child in Boise touched by a warm, sensitive, intelligent teacher -- should be like a family unit--may disagree but disagreement doesn't pull us apart
11. All the facts for decision-making

(From the circle discussion at the Downtowner--April 7, 1971)

BUILDING

MASTER PLANNING

DESIGN COMPONENTS

1. Planning Design
2. Decision Making Design
3. Management and Educational Goals Design
4. Management and Instructional Objectives Design
5. Facilities Design
6. Personnel Design
7. Staff Development Design
8. Curriculum Design
9. Instructional Design
10. Funding Design
11. Communication Design
12. Program Evaluation Design

Total Systems Approach
Master Design Planning
INDIVIDUALIZED LEARNING PLAN
IS
COMMUNICATION
PROGRAM EVALUATION
PLANNING
DECISION MAKING
GOALS
MANAGEMENT OBJ
FACILITIES
PERSONNEL
STAFF DEVELOPMENT
CURRICULUM
MOTIVATION
FUNDING

17

1. Planning Design

What: This design component should set forth in clear terms the planning process to be used by the building staff in developing and implementing other design components

How: Review District policies
Include all design components delineated in developing 5-year Plans.
Use management and building level objectives as a guide in developing planning variable.
Clarify decision-making strategies to be used in the planning process.
Establish time line and deadlines for planning development.

Investigate all possible alternatives.
Begin with the building condition and work to the next school year.
Question and prove the validity of continuing the Status Quo.
Share and communicate your planning ideas to other building un ts.

Product: A 5-year building master plan updated annually.
A time line and deadline for planning, development, approval and implementation.
A communication flow among the several buildings.
An evaluation design ready for implementation

2. Decision Making Design

What: This design component should set forth in clear terms the decision-making processes to be used by the building staff in developing and implementing other design components

How: Review District policies

Study content and implications of this Guide.
Decide on the degree to which the freedom of decision making delegated to the building level by the Board can be redelegated to teams/departments and to individual teachers.
Decide how some teachers in the building can proceed differently and at different rates from other teachers in the same building.
Decide how internal differences can be resolved.
Decide how differences from other building units can be supported without being critical of them.

Product: A definite well-defined decision making process.
Clarification of who decides what.
Reduction of internal and external confusion and disagreement.

3. Management and Educational Goals Design

What: This design component should set forth in clear terms what the basic mission of your building staff will be during the five-year planning period.

How: Review District philosophy, policies
Review the contents of this Guide.

Respond to such questions as:
a) What are the goals as articulated by residents of the school unit.
b) How do these blend with the stated philosophy, goals and objectives of the District and our staff?
c) How can they be stated in behavioral terms so they can form the basis for meaningful program evaluation?

Coordinate these goals with appropriate resident groups.

Product: Clear statement of management and educational goals

Basis for development of program and instructional objectives design.
Basis for development of program evaluation design.

4. Management and Instructional Objectives Design

What: This design component should set forth in clear terms the way the building staff will accomplish its stated goals by the end of the five-year planning period.

How: Review District policies and guidelines.
Review District management objectives.
Respond to such questions as:
a) What kinds of changed behavior do we want our students to exhibit?
What arrangements of facilites, personnel, curriculum, instruction will best provide an environment which will promote the kind of changed behavior?
How can our objectives be objectively evaluated?
Recognize that all students are different and they must be treated differently.
Begin with an interim set of building program objectives and over a time improve them as needed.

Product: Basis for development of instructional design.
Basis for evaluation of instructional strategies employed.
Basis for development of learning contracts, student evaluation and reporting.

5. Facilities Design

What: This design component should set forth in clear terms the way the building staff will utilize the school facilities in order to best provide an environment for an optimum learning program.

How: Review District policies and guidelines.
Review District management objectives.
Respond to such questions as:
What arrangements of facilities will best provide the kind of learning environment for children?
What varying kinds of areas are necessary to implement specified learning strategies employed by the building staff and students?
What changes need to be made in the existing facility in order to implement the proposed educational program?
Begin with present building condition and work forward to the next school year in planning.

Product: Clear statement of Facilites Design Requirements.
A cost projection of necessary rehabilitation of facilities.

6. Personnel Design

What: This design component should set forth in clear terms the number, kind of arrangements of students and adults brought together in the educational environment to best achieve the program objectives delineated by the building staff.

How: Review District policies
Review specifically those policies and guidelines dealing with staffing ratios, staffing patterns, and position description.
Decide on appropriate size of family groups and instructional groups based on the instructional objectives of the building staff.
Decide on the types of people desired to help man the school (trainees, aides, teachers, parents, other students, etc.)
Develop a personnel design consistent with the management objective of improving staff quality (competency).
Develop a model which can be implemented over a time without threatening the job security, tenure status and/or present salary structure of present staff members.

Product: A specific personnel design (differentiated or not) which best fits the program objectives of the building staff.
Improvement in staff quality and competency.
Improvement in staffing ratios.
New dimensions in staff utilization.

7. Staff Development Design

What: This design component sets forth in clear terms a comprehensive plan for improving staff competencies during the five-year planning period.

How: Review District policies development.
Seek guidance of the Office of the Directorate

Review staff development activities in other school districts.
Review staff development needs based on the results of other planning components.
Develop staff development plan "before the fact" to insure accomplishment of other planning components.

Product: Improved staff competency.
Accomplishment of other planning components.
Better understanding and compassion for other programs in the District.

8. Curriculum Design

What: This design component should set forth in clear terms the educational activities to be offered in the achievement of the program objectives developed by the building staff.

How: Review District Policies
Adapt materials to meet individual student needs and to accommodate the differentiation and enrichment of learning activities and experiences.
Translate instructional objectives to appropriate content.

Product: Sets of appropriate skills and activities available for children.
Adaptation of the above to the requirements of individual learners.
Adaptation of the foregoing to appropriate learning areas.

9. Instructional Design

What: This design component should set forth in clear terms the methods which should be used to best achieve the adopted instructional objective of Individualized Instruction as well as the instructional objectives delineated by the building staff.

How: Review District policies and guidelines.
Review specifically the District adopted instructional objective of Individualized Instruction.
Review carefully and objectively the most commonly used strategies such as team teaching, nongrading, multi-aged grouping, variable scheduling, independent/self study, multi media.
Review also other strategy alternatives including more conventional arrangements and other patterns not in use in the District at this time.
Relate decisions on strategies to program and instructional objectives.
Relate strategies to the various components of the teaching act.

Product: Allow for maximum freedom for each teacher within the building.
Commitment for a specific period of time to particular strategies.
Developing new and improved strategies with many options open to as many teachers as possible.

10. Funding Design

What: This design component sets forth in clear terms a comprehensive, enabling plan to accomplish other planning components.

How: Review District policies
Review the funding requirements of other planning components.
Establish priorities for all funding requirements based on stated goals and management objectives.
Alternative program plans can cost no more than conventional arrangements.

Product: Agreed upon priorities for funding other planning components.
Adjustment of expectations to available resources.
Creats new ways to rearrange facilities, personnel, curriculum and instruction planning components.

11. Communications Design

What: This design component should set forth in clear terms a comprehensive plan of communicating the program objectives, plans, procedures, programs and outcomes to fellow teachers within the building, to other staff members within the District, to the attendance center community and to the students housed in the building units.

How: Review District policies and guidelines.
Use existing communication media as desired.
Develop new methods and change as desired and needed.
Do not rely on any single type of communication.
Recognize the best communication vehicle is the student and the teacher of that student.
Discriminate between a lack of communication and disagreement.
Be tolerant of other's beliefs and practices.
Adapt communication media as needed to the several audience requirements--students, parents, other residents, other staff members, etc.
Try to understand and appreciate the right of other staff members to be different and support them in their efforts.

Product: Increased appreciation and support for the work of others.
Increased level of community support.
Better climate without loss of professional freedom.

12. Program Evaluation Design

What: This design component should set forth in clear terms the way in which the building staff intends to evaluate in objective terms and methodology, the program objectives.

How: Review District policies.
Review specifically the program evaluation guideline.
Review program evaluation designs being used in the other schools in the District.
Review carefully the District management goals and objectives and the building instructional goals and objectives and relate the program evaluation design development to these objectives.

Seek support for developing the program evaluation design and for providing external measures as desired from the central management.
Begin program evaluation component at the onset of program improvements, not at the termination of same.
Develop annual reports of results as findings are obtained.
Use results to establish new goals, objectives and further program improvements.

Product: An objective internal and external measure of program quality in each building unit.
Guidelines for further program improvement.
Information upon which meaningful accountability can be provided to other staff members, students and residents.

MAPLE GROVE

Building Master Planning

I. Planning Design:

The goal of the Maple Grove Faculty, is to provide team planning time in sufficient lengths of time and adequate frequency to meet the demands of team teaching, individualized instruction and improved pupil progress reporting.

a. The faculty, during 1971-72 school year, has designated Tuesday, after school, for planning.

b. School is dismissed 15 minutes early each Wednesday to allow a few additional minutes of faculty planning time.

c. Within the 5 years period of time, we have as a goal, a half day per week, to be used for planning.

d. For the completion of the Master Planning design, we will have some evening planning sessions.

e. The communication of ideas among the several schools will be enhanced by general distribution of this Master Planning Disign.

f. The evaluation of planning design will be continuous and based upon the accomplishment of the above stated goals.

II. Decision Making Design:

The goal of the Maple Grove Faculty is to arrive at decisions which are made by common consensus and agreed to by all.

a. The matters to be discussed in cases where decisions must be made, will be well defined and aired as far in advance as is possible.

b. Agenda items for faculty meetings will be presented prior to the faculty meeting. Persons desiring additions to the agenda may introduce these items at the end of the official agenda.

c. Management decisions will be made by the principal, after discussion with the staff.

III. Management and Educational Goals Design:

The Management and educational goals of Maple Grove School, as developed, are consistent with the philosophy of the Boise Public Schools and in harmony with contemporary educational trends.

A. Management Goals:

1. That communications be improved; between staff members, between school and community, between school and central staff.

2. That staff members be totally and competently involved in developing and achieving the educational goals for the school.

3. That the management and educational goals be well planned and designed in detail with ample provision for evaluation and review by staff member, community and central office personnel.

4. That the staff be expanded to include assistant teachers, aides, etc.

5. That environmental and natural service experiences be provided through a nature study area.

B. Educational Goal:

1. That each pupil be provided with the opportunity to learn with success.

2. That Maple Grove School become non-graded.

3. That letter and number grades be eliminated and replaced by Parent-Teacher-Pupil-Conferences.

4. That adequate provision be made for individual differences in learning.

IV. Management and Instructional Objective Design:

A. Management Objectives:

1. Periodic meetings be held to acquaint community with content and technique.

2. School be dismissed a half day a week for planning time for staff.

3. Regular work sessions be held including Maple Grove Staff and Central Office Personnel.

4. That staff development programs be initiated and carried on.

5. That pre-service training programs be initiated to prepare new staff members.

6. That as school population grows, the size of the staff increases and that sufficient additional personnel be hired to meet the needs of meeting the educational goals.

B. Educational Objectives:

1. That each pupil will receive instruction in the communication skills.

2. That each pupil may progress at a rate compatible with his ability and need.

3. That individualized materials be utilized and developed.

4. That a wide range of learning experiences be provided in all areas of learning.

5. That pupils share in the setting of personal achievement goals.

END

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